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ABSTRACT

The objective of the Claremont Institute for the Study of Change in the Four-Year College was to provide a setting where college administrators, faculty members, and graduate students could come to study the possibilities for change in their institutions. The focus of the Institute was to develop knowledge on the part of the participants, that is, the broad ability to understand the particular plight of the 4-year college in a time of personal and societal turmoil. This report includes information on: (1) the selection process of the participants; (2) composition of the staff; (3) the program activities, which included seminars, colloquia, and trips; (4) the evaluation results; and (5) some of the strength and weaknesses of the Institute and plans for improvement. A list of colloquia speakers, a list of Institute fellows, the brochure, and fall and spring orientation programs are included in the appendices. (AF)

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DIRECTOR'S EVALUATION REPORT

on the

CLAREMONT INSTITUTE FOR THE STUDY OF CHANGE

IN THE FOUR-YEAR COLLEGE

Michael R. Harris

June 15, 1970

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EDUCATION & WELFARE
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I. BASIC INFORMATION

A. Claremont Graduate School, Claremont, California 91711

B. Institute for the Study of Change in the Four-Year College

Grant # 9; NIH # 45-2436

C. Michael R. Harris

Assistant Professor of History and Higher Education

Director, Institute in Higher Education

Claremont Graduate School

Telephone: 714 - 626-8511

D. Period of Grant: June 15, 1969 through June 15, 1970

Duration of Training Program:

September 22, 1969 - January 30, 1970

February 6, 1970 - June 5, 1970

II. PROGRAM FOCUS:

The objective of the Claremont Institute for the Study of Change in the Four-Year College was to provide a setting where college administrators, faculty members, and graduate students could come to study the possibilities for change in their institutions. Today most four-year colleges are faced with overwhelming problems. Many of their students are discontent; many of their best faculty are leaving for larger, wealthier institutions; they are having difficulty attracting private funds; and federal monies are not being channeled to them in amounts proportional to that going to the universities. In fact some four-year colleges are facing up to the hard question of whether they can continue to exist. In the light of such crises facing many four-year colleges, we in Claremont wanted to set up a program which would help responsible people from four-year colleges increase their knowledge, reshape their attitudes, and acquire the skills needed to work for the improvement of their colleges. As indicated in this report, we think that we have accomplished our objectives.

The focus of our Institute has been one designed to develop knowledge on the part of our participants. We have not been concerned with the development of technical skills as much as we have been concerned with the development of the broad ability to understand the particular plight of the four-year college in a time of personal and societal turmoil. Thus

fundamental knowledge was the primary emphasis of our Institute, with an understanding of how to operate in the collegiate world of next importance. As far as the shaping of attitudes is concerned, we wanted to develop attitudes which would result in sensitivity toward the needs of other administrators, faculty members, students, alumni, donors, and the general public. Without this, increased knowledge and skills would be meaningless.

The report of the seminars, colloquia, trips, and other experiences mentioned in Part III go into the details of our approach to our objectives.

III. PROGRAM OPERATION

A. Participants:

1. Selection Criteria

   a. Standardized test scores - not required or utilized

   b. Academic attainment - not utilized, except for graduate students. The attainment of the participant's position in his own college signified to us that he had the necessary academic attainment. Graduate students were to have reached the level where they could expect immediate employment after completion of our program.

   c. Current position - preference given to those holding the most responsible positions.

   d. Age - not utilized

   e. Recommendations - two required, one from immediate superior and one other from person familiar with the candidate's work.

   f. Degrees - not required

   g. Interview - not required

   h. Geographic limitations - none

We wanted to select people who had the potential to work for meaningful change in their institutions, and thus we hoped we would attract candidates who would be immediately employable

in administrative or major faculty positions after completion of our Institute. With this broad guideline in mind, we set out to advertise our program. Immediately the EPDA living allowance became a problem. It simply is not enough to provide for an established faculty member or administrator. Men accustomed to living on $1500 to $2000 a month did not show much interest in coming to a program providing $300 per month. This in large part accounts for the high percentage of priests and nuns in the program. They have taken the vow of poverty.

In spite of this financial barrier, we managed to attract enough qualified candidates to run the kind of program we envisaged, but a good proportion of our participants lived on their personal savings. Many small colleges simply do not have the funds to provide sabbatical leaves to administrators or faculty members for administrative training. This is especially true of Southern Black Colleges and accounts for the refusals which we received from some of their representatives to whom we offered positions.

By the time we had worked our way through our alternate list, we admitted everyone who wanted to come, with the exception of one high school teacher with a bachelor's degree, just beginning her graduate work. She was not qualified in terms of position or education compared to the other candidates. In spite of our disappointment in not recruiting more high-level administrators, we were delighted with the different points of

view represented in the Institute because of the wide spread of ages and positions. The participants ranged in age from the mid 20's to the mid 50's and in position from advanced doctoral candidates to two heads of colleges. Several others, currently serving as departmental chairman, are scheduled to become presidents within the next year. One became acting president last February, after finishing his term with us.

2. Participant-faculty ratio - 11.79 participants per full-time equivalent instructor.

B. Staff

The staff of the Claremont Institute in Higher Education has been a completely interdisciplinary faculty, with a psychiatrist, an historian, a political scientist, a philosopher, a psychologist, an economist, a former administrator, a sociologist, an educational psychiatrist, and an educational administrator. All of these people were part time instructors with the exception of the director, who divided his time between teaching in the program and administering it. In addition thirty-one other people, listed in Appendix A, served as speakers in our colloquia.

The seminars were designed to enable experts in the field to probe with the participants conceptual problems in great depth. The visiting lecturers in the colloquia were to speak to specific topics. The colloquia usually began early in a

morning and continued through the afternoon. In most cases these were extremely valuable. Taken together, the seminars and the colloquia gave us a good mix between the general, long-range view and the narrower, more specific.

The director of the Institute, an historian and specialist in higher education, arranged in consultation with the participants and faculty for the colloquia, and he also sat in on virtually all of the meetings of the seminars. The participants, as noted in Appendix B, also represented a wide range of disciplines. Thus virtually every session of the Institute was interdisciplinary in nature and provided a fine sample of truly first rate seminar work in which the problems of a specific field, in this case a college, are approached from a variety of academic disciplines.

C. Activities

The bulk of the formal activities of the Institute were centered in the seminars. Each participant was free to attend as many as he wished. Each semester nearly everyone visited all five for the first couple of weeks and then chose two or three to become a part of for the remainder of the semester. The schedule of seminars was as follows:

Fall:

Tuesday	10-12 a.m.	Faust and Cowan	Issues and Problems in College Student Personnel Services
Tuesday	4--6 p.m.	Monsour	Student Personality Development in College
Wednesday	4--6 p.m.	Harris	Past Change in Higher Education: Implications for Today
Thursday	10-12 a.m.	Feraru	Power, Responsibility and Authority in the College
Thursday	2--4 p.m.	Johnson	The Sociology of the Academic Community

Spring:

Monday	7:30-9:30 p.m.	Briner	Organizational Analysis as Applied to the College
Tuesday	10-12 a.m.	McNassor	Radical Student Movements and Youth Revolt
Wednesday	10-12 a.m.	Palmer	The Economics of Higher Education
Wednesday	4--6 p.m.	Hutchison	Contemporary Philosophies of Higher Education
Thursday	10-12 a.m.	Feraru	International Education: A Curricular Approach

The seminar led by Faust and Cowan focused during the first half of the course on the issues raised by the entrance of Black and Brown students into higher education. The case method was used, specifically the turmoil in Claremont during the Spring of 1969 in which the Black Students Union and the United Mexican-American Students demanded and got the establish-

ment of a Black Studies Center and a Chicano Studies Center. Perhaps half of the participants audited courses at the ethnic centers, and a number of them drafted proposals for their own colleges to use in setting up programs for minorities. One participant, Joseph Dixon, sent specific plans home to help solve a racial explosion which occurred there during the Fall. During the last half of the seminar new theories of approaching curricula were explored--especially those suggested by John Holt, George Leonard, and Carl Rogers.

In the seminar led by Karem Monsour, the non-directed approach was actually used. Dr. Monsour had spent the previous summer at the Esalen Institute in Big Sur and tested his general psychiatric theories of learning out on our participants with some of the Esalen techniques providing the framework. As a result, most of the participants spend a weekend in Laguna Beach in a sensitivity session directed by trainees from the La Jolla Center for the Study of the Person. Most of them also spent time each week in a body-awareness class. Role-playing, games, and techniques related to videotapes were also tried. The seminar broke into small teams, and excellent work was reported on the role of women in higher education, evaluation, and restructuring collegiate education according to modern psychological theory. Dr. Monsour also encouraged the participants to sit in on his counseling sessions with undergraduates.

Michael Harris' seminar focused explicitly upon the process of change as it had actually taken place in the past. We tried to analyze the various components necessary for meaningful change, and we used W. H. Cowley's taxonomy as a tool to isolate the various elements involved. We also spent much time considering the relationship between the political and intellectual environment of America and the college with an attempt to see the thrust of the past upon us today. Finally, we exploded myths about the past which opponents of change use to thwart meaningful innovations today.

The seminar dealing with the sociology of the college, led by Dale Johnson, focused upon the college as an institution within American society. Professor Johnson is a radical leftist himself and challenged the participants with the arguments raised by radical students. This seminar gave many of our people their first real understanding of radical positions, and it should enable them to operate more effectively with the kind of student currently drawing the wrath of Mr. Agnew. They now know the difference between Marx and Marcuse.

Professor Feraru provided the most controversial seminar of the first semester. He is an anarchist and a futuristic utopian, and thus he challenged fundamental assumptions about change in the four-year college. Before technical changes in the functions and structures of colleges can occur, collegiate planners need to have an idea about the direction they want

to go in the most basic sense. Dr. Feraru questioned even the notion that we should have colleges. Over the course of the semester, the participants reacted in extremes to this seminar--some thinking it of no practical value, and others holding it to be the most valuable for the generation of stimulating thought.

The set of seminars in the Spring took a somewhat different bent. They were more traditionally academic.

Professor McNassor's perhaps used the most unconventional teaching techniques during the Spring. After an examination of the classic studies of radical students, he encouraged confrontations between the participants and leading radical students--both from Claremont and elsewhere. For example, Richard Parker, a leading radical currently on the staff of the Center for the Study of Democratic Institutions in Santa Barbara, spent a session with us. Some of the participants "shadowed" radical students in order to get an intimate feeling for the sort of routine which causes students to revolt.

The seminar focusing upon contemporary philosophic problems examined in a thorough fashion underlying assumptions about curricula. Various attempts to structure curricula were also discussed in terms of both their theoretical and practical dimensions.

Economic problems of course provide a major concern for anyone with responsibility for a college today, and the seminar on the economics of higher education proved a popular one.

Both macro- and micro-economic problems were considered. We looked at both specific practical situations in the colleges of the participants and the more theoretical framework needed to approach these. We worked out new budgets for some of our colleges, and we spent a great deal of time discussing cost analysis--especially relating to the curriculum. New sources of funding were explored as well.

The sessions devoted to administrative theory provided the participants the opportunity to learn about latest management theory and discuss it in terms of their own colleges' organizations. Some of the participants drew up practical new systems of governance through this.

The seminar on internationalizing the curriculum focused upon new approaches to knowledge which would be appropriate to all men, not members of a particular nationality. This was highlighted by a two-day colloquium in which we talked in concrete terms about curricula to meet this need.

In addition to these regularly scheduled seminars and the colloquia listed in Appendix A, the participants of the Institute met on a formal basis nearly every week to discuss problems of particular importance to their own colleges. Usually one or two participants would take the responsibility for leading the session, and they would present a problem which the other participants would then comment upon. These sessions usually lasted three or four hours. To give a few

examples, among others, the Chancellor of Indiana University at Kokomo presented his plan for the re-organization of his college which he worked out in Claremont; the Catholics talked about new forms of organizing boards of trustees in Catholic colleges; Richard Howe delivered a paper on new ideas for programmed learning; and Robert Kreider led a discussion about the ways his college might make better use of its denominational ties.

The Fall Conference on Black Studies which we had intended to hold with trustees was not a major success. For one thing, Kenneth Clark, one of the scheduled speakers, canceled shortly before the conference, and only five of the twenty-eight invited trustees accepted our invitation. Thus for the Spring we simply held additional colloquia rather than stage a major conference.

At this time the specified objectives of the program have been met for our participants, as far as the acquisition of new knowledge, attitudes, and skills are concerned. The participants differed radically in what they considered needed innovation to be, but we had no specified program of change to force upon our participants, and thus we consider our objectives to have been reached. We did not look upon our Institute for the Study of Change in the Four-Year College as an institute for the advancement of any specific change. We simply looked upon it as a place where college administrators,

faculty members, and advanced graduate students could spend a semester or year examining American higher education and the possibilities for innovation in all areas of collegiate education. We have done this, and to our knowledge have touched upon all the innovations which we know are possible. Our seminars and colloquia have formed the heart of our formal program, and as noted below they have been substantial. Of even more success, possibly, is the whole range of informal conversations between the participants themselves and other individuals, both here in Claremont and elsewhere. This kind of unstructured, independent discussion, rather than independent research conducted in a library, has formed the thrust of our participants' activity.

The new techniques of teaching, especially those with which we dealt relating to programmed instruction, television, and computers are difficult to evaluate at this time. Several of us spent considerable time trying to deal in concrete fashion with a college curriculum built in accord with the principles of Marshall McLuhan, but we came to no immediate success. One of our participants, Reverend Joseph Dorsey, Vice President for Academic Development at St. John Fisher College in Rochester, New York, and a colleague of Professor McLuhan for twenty-two years at the University of Toronto, is continuing research in this field and may come up with something concrete in his attempt to reconstruct St. John Fisher College along the line

of modern communications, but we must wait at this point.

Our attention to Johnston College and its focus upon sensitivity training as the heart of a freely structured curriculum will be given a great deal more attention by Mrs. McCoy because of her position as the wife of the college's chancellor. The effect of the other new techniques which we have dealt with still wait to be seen. Most of our participants intend to try some form of role playing and games in their classes, but we will see how effective this is. One of the participants who returned to his teaching position at the end of the first semester has reported a marked change in his approach to teaching large introductory courses in history by the use of these modern techniques, but he has expressed dissatisfaction at the kind of teaching materials which fit readily into this kind of treatment. The old texts do not lend themselves well to the use of games and student initiated learning projects, nor does the effective soft-ware for programmed learning in most fields.

As far as the effectiveness of the beginning and ending dates of the program is concerned, the participants who stayed for the entire year seemed to gain more proportionately from the first semester, and if we run this kind of program again, I would recommend that participants stay just for one semester. That is enough time to point out the major directions in which a person can continue working. The coincidence of the Institute with the regular academic year is a good one, for it enables participants with teaching responsibilities to

plan their activities with us in a workable fashion. If programs were to be developed for administrators in business areas, we might plan different dates, but that is a moot question at this point.

Our distribution of staff and participant time for formal instruction or unstructured activities was good. No participant was required to be in anything, so he was free to structure his program as he wished.

In literally all of the seminars the participants defined the subjects to be discussed, especially after the first three or four sessions, and the participants for the most part determined which speakers would address our colloquia, certainly after the first meeting of each semester.

There was some difficulty each semester between those who wanted all the participants in the Institute to work together on the same problems in teams and those who wanted to follow their own interests independently, simply using the seminars and colloquia for their joint activities. In both semesters the advocates of independence won out, and the Institute did not become a unified task force working with team methods upon common problems. Our program was advertised as one which would give people the opportunity to study the problems relevant to their own institutions and themselves, so I think the program stuck to its original plan, for better or worse.

D. Evaluation

We asked each participant to fill out a brief questionnaire, which are contained in Appendix F. As is obvious, the participants were generally enthusiastic about the Institute.

In a sense the only kind of evaluation which can truly be meaningful for an institute such as ours is long term evaluation. We plan to establish our Institute in Higher Education here in Claremont on a permanent basis, and we intend to circulate questionnaires to our participants as well as their administrative and faculty colleagues to evaluate the worth of the Institute to them.

Because of the individualized focus of this Institute, standardized tests seem meaningless; and after consultation with experts in the testing field, we concluded that none exist which would provide for meaningful evaluation of our program.

As far as the administration of our program during the year here has been concerned, Part E guidelines and procedures are workable. The program has functioned well and the administrators of EPDA have made it possible for us to conduct a program of substance and high quality in Claremont. Our major complaint regards the notification date for our program. Programs designed for faculty and administrators of four-year colleges should preferably be set up at least one year in advance of the time when the participants are to arrive.

Thus if a program is to open in September of 1970, the institution sponsoring it should know in September of 1969 in order to make the proper arrangements for recruiting the right kind of participants. Faculty members generally make their plans for September 1970 before Christmas of 1969, and the host institution should have an answer in prospective participants' hands at that time. This year we had not even announced the program by that time, let alone given prospective participants a decision regarding their inclusion. This hurt our recruiting considerably.

With this exception, however, the guidelines seem to be workable, although the stipends are woefully inadequate. Only our priests and nuns and the one single graduate student found it at all adequate to get by on. Until the stipend is increased or outside funds are found to supplement it, representatives from poor colleges without sabbatical funds will be precluded from taking part in institutes such as ours.

IV. CONCLUSIONS

The Claremont Institute for the Study of Change in the Four-Year College has been a stimulating, beneficial experience for those of us in Claremont associated with it. The future will tell what it has done for the participants in their home setting. I suspect that those who hold major administrative positions such as president or dean of the faculty will work immediately toward more flexible, open colleges.

As a by-product, a number of the participants have used the Institute as a means of job mobility, moving from their current institutions to positions of higher rank in other colleges and universities. We had anticipated that job mobility would play some role, but we had not expected that it would play a major role. We were mistaken in this, for practically every participant in the Institute has expressed his being available to move if the right kind of job came along. As of now only two have indeed changed institutions, but several others are in the midst of serious negotiations which may bring change.

The seminars, especially, of the Institute have been a major source of strength to our regular graduate program. Graduate students of Claremont Graduate School who are studying Higher Education have been sitting in on a good number of the seminars, and they have been truly excited with the

opportunity to meet on a regular basis with experienced college faculty members and administrators. This has been one of the primary advantages to Claremont Graduate School itself and has been of immeasurable value to its students during this year.

As far as the long range development of a program here in Higher Education is concerned, the Institute has brought an interest in higher education here unknown in the past and has been of invaluable assistance in marshalling the personnel and material resources which we need for launching a sustained program related to degree and non-degree programs alike. Although the Institute has not been re-funded for a second year, the director is being kept on as a dean with the intention of developing long range plans in Higher Education, and we hope in the future we may run further institutes with the assistance of the USOE.

The relationship between the College Student Personnel Institute here in Claremont and the Graduate School proper has been helped considerably by the funding of the current Institute for the Study of Change in the Four-Year College. Our Institute has been housed in the building owned by the College Student Personnel Institute, and the problems involved in merging have been discussed on a daily basis, and a good foundation for some kind of greater cooperation, either through actual merger or closed cooperative

ventures is now about to be worked out. The appropriate faculty and trustee committees will begin negotiations in the immediate future.

Within the next few weeks we will know whether our search for additional funding in areas related to the study of colleges and universities will be successful. During this past year we have drawn considerable attention from across the nation, and we have received a number of interesting offers for work in consulting areas, along with possibilities for detailed, systematic research. Time will tell how these develop.

If we are to offer further programs such as the one we have offered this year involving fundamentally independent study for scholars and administrators, we need to have more facilities available wuch as individual offices and secretarial assistance. During the past year only the director, secretary, and faculty members had offices of their own. In the secretary's office we had a table for the display of materials. We also had use of the College Student Personnel Institute library which provided a convenient place for reading for the participants. The seminar rooms provided us by the Graduate School were superb.

Nevertheless, participants missed their own offices and wanted a seminar room which would be theirs alone. Some criticism was leveled as well at us by a couple of participants

because we did not provide them all with two or three bedroom apartments at reasonable rates in close proximity to each other. On the other hand, other participants said they would have disliked such an arrangement. In retrospect our providing four apartments in our graduate residences seemed reasonable.

If we are to plan another Institute, we need to make quite clear to the candidates whether we intend to run a program where each person can follow his own interests or whether we intend to work together as a team upon commonly defined problems. This was probably our greatest source of conflict throughout the year as is indicated on some of the participant evaluation forms. We simply bowed to the majority will of the participants and followed through on our original plan, which did not satisfy the minority.

The library of the College Student Personnel Institute and our University's Honnold Library proved that they are superb for the study of colleges and universities. We had no complaints about them. Virtually all the books and reports we needed were on hand here.

The greatest strength of this program has been its offering to strong individuals the opportunity to create a good program for themselves by choosing seminars and colloquia which fit their own interests. We are satisfied with the basic design of the Institute. It offers flexibility within structure.

Our participants have sat in on hundreds of classes in the Claremont Colleges as well, dealing with areas ranging from minority studies to computer programming. They have talked with all kinds of students about radical reforms. They have seen in practice both here and elsewhere in Southern California many of the ideas proposed for their own colleges. The Catholic nuns and priests, many of them for the first time, have put on secular dress and participated intimately with men and women outside the convent or monastery. The year has been one of great change for many individuals.

As far as we can tell, we have been the only place in the entire United States which has offered faculty members and administrators a place to spend time in basic reflection about the problems facing them as professionals and individuals. Claremont, with six colleges here and over one hundred within an hour's drive, offers a good setting for this, and we are convinced that the response of our participants indicates the worth of our attempting to create a center here for the study of higher education in which men and women holding responsibility throughout the country can come to study undergraduate colleges. To this degree this past year has been invaluable in providing us with experience to build a more sustained and sophisticated program in the future.

APPENDIXES

APPENDIX A

LIST OF SPEAKERS AT COLLOQUIA OF THE CLAREMONT INSTITUTE FOR THE STUDY OF CHANGE IN THE FOUR-YEAR COLLEGE

Speaker	Topic
David Alexander, President, Pomona College, Claremont, California.	"Innovation in the Undergraduate College."
Shelton Beatty, Dean of Students, Emeritus, Pomona College.	"Southern Negro Colleges."
Howard Bowen, former President, University of Iowa and Grinnell College; author of Carnegie Commission Report on Economics; Prof. of Economics, Claremont Graduate School; Acting Pres. Claremont University Center.	"Changing Financial Support in Higher Education."
Arthur Chickering, Director, Project on Student Development in Small Colleges, Plainfield, Vermont.	"Student Personality Development in the Small College."
Elizabeth Cless, Director of the Claremont Center for Continuing Education.	"Continuing Education."
Margaret Cormack, Callison College, University of the Pacific.	"International Education and the American College."
Dudley Dawson, Vice President and Dean of Students, Emeritus, Antioch College; Consultant, National Commission for Cooperative Education.	"Cooperative Education."
Thomas Emmet, President, Higher Education Executives Association.	"New Forms of Governance in American Colleges."
David K. Hart, Assistant Professor of Government, University of Washington.	"The Management of Campus Unrest."
JB Hefferlin, Co-Director, Phillips Foundation; author of The Dynamics of Academic Reform.	"The Dynamics of Academic Reform."
T. Willard Hunter, Executive Vice President, Association of Independent California Colleges and Universities: author of The Future of Philanthropy.	"The Future of Philanthropic Giving."

Speaker	Topic
Robert M. Hutchins, Chairman, Center for the Study of Democratic Institutions, Santa Barbara.	"A Dialogue on Higher Education."
W. T. Jones, Professor of Philosophy, Pomona College; author of Humanities and the Sciences.	"The Philosophic Crises Underlying Current Collegiate Unrest."
James Kopp, Assistant Professor of Psychology, Claremont Graduate School.	"Scientific Manipulation of Groups and the Restructuring of the American College."
E. Wilson Lyon, President Emeritus, Pomona College.	"The Claremont Colleges."
James G. March, Professor of Higher Education, Stanford University.	"Organizational Behavior and the College."
Arthur S. Marmaduke, Executive Director, California State Scholarship and Loan Commission.	"State Aid to Students and Colleges."
Lucian Marquis, Professor of Political Studies, Pitzer College.	"Black Mountain College."
Presley McCoy, Chancellor, Johnston College, Redlands, California	"Johnston College."
Bernard Meyerson, Director, Office of Foreign Student Affairs, University of Illinois	"International Education and the American College."
Carroll Parish, Dean of Financial Aid, University of California at Los Angeles.	"Financial Aid in the Multiversity."
Millard Roberts, former President, Parsons College; President of Gulf Coast Institutes.	"Principles of Management Applied to Higher Education."
Edward Sanders, Vice President, College Entrance Examination Board.	"The Scene in Washington."
Clifford Stewart, Director, Office of Institutional Research, Claremont Graduate School.	"Evaluation of Academic Performance."
Dudley Swim, Chairman of the Board, National Air Lines; member Board of Trustees, California State Colleges.	"A Realistic Businessman's Approach to Colleges."

Speaker	Topic
Joseph Tussman, Professor of Philosophy, University of California, Berkeley; Director of the Experimental College.	"The Experimental College."
Ralph Tyler, Director Emeritus, Center for Advanced Study in The Behavioral Sciences, Stanford University; currently senior consultant, Science Research Associates.	"The Changing Structure of American Education."
Fred W. Weingarten, Director of Computer Services in the Claremont Colleges.	"The Use of Computers in the Four-Year College."
Preston Wilcox, Chairman, Afro-American Educators Association.	"The Academic Nature of Black Studies."
Kenneth Young, former President, State University of New York at Cortland; currently Vice President, American College Testing Program.	"The Presidency of a College in Transition."
Steven Young, Pomona College, and Students.	"The Pomona Experimental Residence Program."

APPENDIX B

THE CLAREMONT INSTITUTE FOR THE STUDY OF CHANGE
IN THE FOUR-YEAR COLLEGE
1969-1970

REVISED LIST OF FELLOWS (6/1/70)

Full Year	Position and College	Discipline
Breitbart, Sister Ann	Chairman, Dept. of Physics College of St. Teresa Winona, Minn. 55987	Physics
Bruhn, Joachim	Chairman, Department of Foreign Languages Virginia Polytechnic Institute Blacksburg, Virginia 24061	German
Campbell, Theodore	Asst. Professor of History St. Francis College 180 Remsen Street Brooklyn, N.Y. 11201	Social Studies
Gallwey, Timothy	Director of Admissions Mackinac College Mackinac Island, Michigan 49757	English
Gobel, Sister M. Harriet	Chairman, Dept. of Nursing Mount Marty College Yankton, South Dakota 57078	Nursing Administration
Healey, Robert J.	Professor of Management California State Polytechnic Pomona, California 91766	Business Education
Kreider, J. Robert	Director of College Relations Goshen College Goshen, Indiana 46526	Economics
McCoy, Doris Lee	Wife of Chancellor and Counselor Johnston College University of Redlands Redlands, California 92373	Counseling
Quincy, Herbert Keith	Lecturer in Philosophy California State Polytechnic Pomona, California 91766	Philosophy

Revised list of Fellows (6/1/70)

Full Year (cont.)

Schneider, Sister Monica	Vice President Marymount College Salina, Kansas 67401	Philosophy
Snyder, Milton K.	Chairman, Department of Chemistry Albion College Albion, Michigan 49224	Chemistry

Fall Participants

Croghan, Charles Robert	Associate Professor of Religion Bloomfield College Bloomfield, N.J. 07003	Religious Education
Dixon, Joseph M.	Chairman, Department of History Weber State College Ogden, Utah 84403	History
Dorsey, Rev. Joseph	Vice President for Academic Development St. John Fisher College Rochester, New York 14618	English
Elder, Margaret	Graduate Student Washington State University Pullman, Washington 99163	Student Personnel
Gruszczynski, Sister Mary Lauriana	Academic Dean Madonna College Livonia, Michigan 48150	Education
Lund, Dr. Melvin R.	Chairman, School of Dentistry Loma Linda University Loma Linda, Calif. 92354	Clinical & Didactic Dentistry
Rev. William McGroarty	Dean of Students Wheeling College Wheeling, West Virginia 26003	Theology
Schmidt, Hartzel W.	Director of Business Affairs Bethel College North Newton, Kansas 67117	Accounting

Revised List of Fellows (6/1/70)

Spring Participants

Bogard, Morris R.	Chairman, Department of Speech and Theatre Arts State University of New York Cortland, New York 13045	Theatre
Bogle, Victor M.	Dean & Acting Chancellor Indiana University at Kokomo Kokomo, Indiana 46901	American History
Dayton, Dello G.	Dean, School of Arts, Letters & Science Weber State College Ogden, Utah 84403	History
Feeley, Sister Kathleen	Vice President for Academic Affairs College of Notre Dame Baltimore, Maryland 21210	English
Hall, John	Provost Goddard College Plainfield, Vermont 05667	Education Administration
Howe, Richard D.	Asst. Professor of Education University of California at Los Angeles Los Angeles, California 90024	Higher Education
Langley, Raymond J.	Chairman, Department of Philosophy Manhattanville College Purchase, New York 10577	Philosophy
Leidig, Daniel G.	Academic Dean Emory & Henry College Emory, Virginia 24327	English
Suchyta, Sister Mary Danatha	President Madonna College Livonia, Michigan 48150	Biology
Thomas, Sister Eloise	Professor of Economics Mundelein College Chicago, Illinois 60626	Economics

APPENDIX B

THE CLAREMONT INSTITUTE FOR THE STUDY OF CHANGE
IN THE FOUR-YEAR COLLEGE

ORIENTATION PROGRAM

Monday, September 22, 1969

9 a.m.	Introduction of fellows
9:30 a.m.	Introduction of faculty and discussion of seminars
10 a.m.	Louis T. Benezet: "The Governance of the Claremont Colleges"
(coffee break)	
11 a.m.	Kenneth Beyer: "Finances and the Claremont Colleges"

All sessions above will be held in the Board of Fellows Room of the Claremont Graduate School

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1:30 p.m.	Pomona College- Oldenborg Center
2 p.m.	Pomona College- Seaver seminar room; Corwin Hanch
2:30 p.m.	Pomona College- Lower South Frary Dining Hall; Eric Sundquist, student president
3 p.m.	Big Bridges Auditorium; Robert Stewart
3:30 p.m.	Scripps College- Fireplace Room; Robert Palmer
4 p.m.	Scripps College- Library; Dorothy Drake

8-9:30 p.m. Dessert reception at President and Mrs. Benezet's home, 831 Dartmouth, Claremont for Institute fellows, faculty and wives.

Tuesday, September 23, 1969

9 a.m.	Honnold Library- Founders' Room; Richard Johnson
10 a.m.	Harvey Mudd College- Thomas Garrett Hall, Rm 101; Dean Jakob Frankel
11 a.m.	Claremont Men's College- Pitzer North M23; Philip Koldewyn

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1:30 p.m.	Pitzer College- Scott Hall; Miles Everett & panel
3:30 p.m.	College Student Personnel Institute; John Cowan

Wednesday, September 24, 1969

Center for Educational Opportunity

9 a.m.	PSDS- William Gann
10 a.m.	Project Upward Bound- Octavio Boubion
10:30 a.m.	High School Equivalency Program- Thomas Wilson

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10 a.m.	Project Upward Bound- Octavio Boubion
10:30 a.m.	High School Equivalency Program- Thomas Wilson
11:15 a.m.	Project Open Future- Clarence Markham

All of the above talks will be held in the Board of Fellows Room of the Claremont Graduate School.

Human Resources Institute

1:30 p.m.	Mexican-American Studies Center, 1030 Dartmouth; Ronald Lopez
3:p.m.	Black Studies Center, 242 E. 11th St.; Donald Cheek

5-8 p.m. Swim and barbecue for Institute fellows, faculty and families; Pomona College Women's Field behind Wig Hall.

THE CLAREMONT INSTITUTE FOR THE STUDY OF CHANGE
IN THE FOUR-YEAR COLLEGE

ORIENTATION PROGRAM

Friday, February 6, 1970

9 a.m. Welcome and discussion of seminars.

10:15 a.m. "Governance of the Claremont Colleges" Joseph Platt, Provost of the Claremont Colleges and President of Harvey Mudd College

11 a.m. "Business and Financial Operations of the Claremont Colleges" John Hartley, Business Manager of the Claremont Colleges

All sessions above will be held in the Board of Fellows Room of the Claremont Graduate School

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1:15 p.m. Harvey Mudd College and Claremont Men's College
Pitzer Hall, CMC -Emery Walker, Dean of Admissions for HMC and CMC

2:30 p.m. Scripps College
Balch Hall, Scripps -Margaret Mathies, Acting Dean of the Faculty

3:30 p.m. Pitzer College
Administration Building Lobby, Pitzer -Stephen Glass, Assistant Professor of Classics

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Saturday, February 7, 1970

9 a.m. Pomona College
Mudd-Blaisdell Lounge, Pomona - Roger Bell, Dean of Men

10 a.m. Pomona College Music Building -William Russell, Chairman of the Department of Music

11 a.m. "Student Governments in Claremont"
Frank Cardinal, President of the United Council
Mudd-Blaisdell Lounge, Pomona

Sunday, February 8, 1970

8 p.m. Dessert reception for members of the Institute and their spouses at Dean and Mrs. Philip M. Rice's home, 875 North College Avenue, Claremont.

Friday, February 6, 1970

9 a.m. Welcome and discussion of seminars
10:15 a.m. "Governance of the Claremont Colleges" Joseph Platt, Provost of the Claremont Colleges and President of Harvey Mudd College
11 a.m. "Business and Financial Operations of the Claremont Colleges" John Hartley, Business Manager of the Claremont Colleges

All sessions above will be held in the Board of Fellows Room of the Claremont Graduate School

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11 a.m. "Student Governments in Claremont"
Frank Cardinal, President of the United Council
Mudd-Blaisdell Lounge, Pomona

Sunday, February 8, 1970

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Monday, February 9, 1970

9 a.m. "Program of Special Directed Studies" William Gann, Director
Board of Fellows Room, Claremont Graduate School

11 a.m. "College Student Personnel Institute" John Cowan, Director and Roy Ellingworth, Director of EDC
C.S.P.I. Library

1:30 p.m. Mexican-American Studies Center, 1030 Dartmouth
Ron Lopez, Director

3 p.m. Black Studies Center, 240 E. 11th St.
Donald Cheek, Director

7:30 p.m. First regular seminar, Conrad Briner
Board of Fellows Room, Claremont Graduate School

count as 3 page

APPENDIX C

The Claremont Institute

for the Study of Change in the Four-Year College

Sponsored by the U.S. OFFICE OF EDUCATION and the CLAREMONT GRADUATE SCHOOL, Claremont, California

A program to provide college administrators, faculty members, and advanced graduate students a place to spend a semester or year examining American higher education. The Institute will focus upon problems facing the four-year college and will explore the possibilities for innovation in all areas of collegiate education.

PROGRAM OF STUDY

The Institute offers the participant the opportunity to study independently. It places no academic requirements upon him unless he wishes graduate credit for his work. An interdisciplinary faculty, however, will formally offer the following:

Seminars

(fall)

1. Issues and Problems in College Student Personnel Services (*Faust and Cowan*)
2. Past Change in Higher Education: Implications for Today (*Harris*)
3. Power, Responsibility and Authority in the College (*Feraru*)
4. The Sociology of the Academic Community (*Park*)
5. Student Personality Development in College (*Monsour*)

(spring)

1. Administrative Theory and the College (*Briner*)
2. Contemporary Philosophies of Higher Education (*Hutchison*)
3. The Economics of Higher Education (*Palmer*)
4. International Education: A Curricular Approach (*Feraru*)
5. Radical Student Movements and Youth Revolt (*McNassor*)

Colloquia

One series of colloquia, running throughout the year, will focus upon curricular innovations in the fine arts, humanities, natural sciences, and social sciences. Another series will deal with a diversity of current problems facing American colleges. A good number of these will consist of dialogues with college presidents. Others will feature guest lecturers on topics such as student participation in educational policy, minority students in college, and the finances of higher education.

Major Conferences

Once each semester the Institute will sponsor a two-day conference especially designed for college trustees. The Fall Conference will focus upon "Black Studies as an Academic Discipline," and the Spring Conference will deal with the question "Who Should Control the American College?". Each conference will feature public lectures by national educational leaders and a series of discussions for participants in the Institute.

SETTING

Claremont offers an opportunity to study American colleges in a unique setting. As part of the Claremont Graduate School, the Institute will take place in the midst of the oldest cluster of colleges in the United States. The participants can examine at first hand the strengths and weaknesses of one example of the currently popular "cluster college" idea. The Institute can draw upon the resources of the five undergraduate colleges (Pomona, Scripps, Claremont Men's, Harvey Mudd, and Pitzer) as well as the College Student Personnel Institute, also located in Claremont.

PARTICIPANTS

The Institute has devised a program primarily for administrators and faculty members who hold operational responsibility within any American four-year undergraduate college. A few advanced graduate students may also participate. The Institute welcomes applications from minority group members. In selecting individuals for participation and otherwise in the administration of this program, the Claremont Graduate School will not discriminate on the grounds of race, creed, color or national origin of any applicant or participant. Registration will be limited to twenty each semester.

Participants may remain at the Institute for either the Fall or Spring Semester or both. The Fall Semester begins September 22, 1969 and ends January 30, 1970; the Spring Semester begins February 6, 1970 and ends June 5, 1970.

FINANCIAL ARRANGEMENTS

Most participants will require a special leave from their colleges, and the Institute expects the home college to provide partial support. The Institute itself, however, will cover all tuition and fees and will grant an additional $1,200 per semester to each participant to assist with living expenses. It will make a further allowance of $240 per semester for each dependent. The Institute makes no provision for travel or book allowances.

LIVING ACCOMMODATIONS

The Institute will assist participants in finding private housing in the Claremont area. The price of rentals for apartments and houses begins at about $100 per month.

APPLICATION

Completed applications are due by May 1, 1969, and the Institute will notify candidates of its decisions by May 15. For application materials write to Michael R. Harris, Director, Claremont Institute in Higher Education, Claremont Graduate School, Claremont, California 91711.

STAFF

HOWARD R. BOWEN, Professor of Economics and Chairman of the Department of Economics, Claremont Graduate School. Formerly President of Grinnell College and President of the State University of Iowa.

CONRAD BRINER, Professor of Education and Chairman of the Graduate Faculty in Education, Claremont Graduate School.

JOHN COWAN, Director of Research and Acting Director of the College Student Personnel Institute.

CLARENCE FAUST, Visiting Professor of Higher Education, Claremont Graduate School. Formerly Dean of the College, University of Chicago; Dean of the School of Humanities and Sciences, Stanford University; President of the Fund for the Advancement of Education; Vice President of the Ford Foundation.

ARTHUR FERARU, Research Associate, Office of Institutional Research, The Claremont Colleges; Associate Professor of Political Studies, Pitzer College. Formerly Dean of the Faculty, Pitzer College.

MICHAEL R. HARRIS, Director of the Institute, and Assistant Professor of History and Higher Education, Claremont Graduate School.

JOHN A. HUTCHISON, Danforth Professor of Philosophy of Religion, Claremont Graduate School.

DONALD MCNASSOR, Professor of Education, Claremont Graduate School.

KAREM MONSOUR, M.D., Psychiatrist, Director of the Claremont Colleges Counseling Center, and Professor of Behavorial Science, Claremont Graduate School.

HANS C. PALMER, Assistant Professor of Economics, Pomona College.